

### Supplementary file: Interview guide with knowledge holders using yarning

The list of interview questions in the manuscript form the interview guide. We intend to adopt yarning as a conversation method, to share and exchange knowledge and experiences between the interviewer and the participant (knowledge holder). The questions are semi-structured and will act as the conversation starter for the yarning. This allows for a deeper understanding of how the participant perceives the topic discussed, and for rapport to be built throughout the interview process to address our aim of defining collective capability. The questions include:

- a. Can I ask you why you said yes to this interview?
- b. What words come to mind when you hear the word evaluation?
  - i. What do you think Indigenous evaluation is?

The researcher may start to dig deeper into some of the characteristics that are being discussed by the knowledge holder and to draw out how Indigenous evaluation differs from standard evaluation.

- ii. Probing questions: Can you tell me a bit more about your experience (term, or the words the participant has mentioned)

The researcher is wanting to draw out terms that the knowledge holder identifies with their experiences of evaluation, to understand how Indigenous evaluation is realised in practice.

- c. What is important in Indigenous evaluation?

The researcher could come back to the characteristics of Indigenous evaluation mentioned earlier to draw out structures and processes that be important to the characteristics. In particular, to unpack how these look from a practical perspective, and how they might inform decision making.

- d. What does the word collective mean to you?
  - i. Probing question: What other words represent collective?

The researcher could draw on how they relate to the term and where they've noticed the term being discussed in other subject areas such as leadership and governance for Indigenous peoples. The researcher could also unpack where the knowledge holder has seen collective arrangements take place in different settings.

- ii. Probing question: How would you explain collective to other people?
- e. What words come to mind when you hear the word capability?
  - i. Probing question: What other words represent capability?

The researcher can draw out the difference between capacity and capability. Coming back to particular characteristics of Indigenous evaluation mentioned earlier, the researcher could direct the yarn to what things might be recognised or acknowledged as assets or strengths for Aboriginal and Torres Strait Islander people to move towards self-determined evaluation practice.

- ii. Probing question: How would you explain capability to other people?

The researcher can explore with the knowledge holder what other words could be used to talk about what they mean by capability, and to share some examples that maybe apply to evaluation, decision making or leadership.

- f. If we brought the words collective and capability together, how would you explain collective capability to other people?
  - i. Probing question: What other words would you use to explain collective capability?

The researcher could ask what is not collective capability?

- ii. Probing question: I've brought along these images along today, do any of these resonate collective capability, and can you tell me why? (there will be approximately six abstract images. No identifying of people or places)

The research could ask the knowledge holder to identify images that do not reflect collective capability as a way for the knowledge holder to talk about what is collective capability.

- g. How would you explain collective capability in Indigenous evaluation?

The researcher could refer to similar terms they've heard about, such as capacity building used in community development and health promotion relating to Aboriginal and Torres Strait Islander people. The researcher could ask the knowledge holder if they see similarities between these two terms and are there notable differences between them. Also seek to see what we see as a result of the terms that are known or used more frequently.

- i. Probing question: Do you think it happens now in Indigenous evaluation?

The researcher can come back to the knowledge holder identifying that Indigenous evaluation has particular characteristics and draw out if they think collective capability helps or compliments these.

- ii. Probing question: What would you see if collective capability was applied to Indigenous evaluation?
- iii. Probing question: How would things be different if collective capability was happening now, like you described?

The researcher could explore if we were to embed collective capability into the way we do evaluations, how would the knowledge holder enhance Aboriginal and Torres Strait Islander involvement in evaluation. Also explore with the knowledge holders what other supports would be needed for this to happen, and what do they see the role of non-Indigenous evaluators play for collective capability to be realised in practice.